



**ALTERNATIVE EDUCATION
INITIATIVE (AEI)
REQUEST FOR PROPOSALS**

**Fiscal Year 2014
July 1, 2013-June 30, 2014**

FUNDED BY:

**City of Boston, Alternative Education
Initiative**

**The City of Boston
THOMAS M. MENINO, MAYOR**

**Boston Centers for Youth and Families
*Daphne Griffin, Chief of Human Services***

Issued By:

**Office of Jobs and Community Services
*Constance J. Doty, Director***

ISSUE DATE: February 28, 2013

CLOSING DATE: April 9, 2013

INQUIRIES TO:

**Lynn Dever
lynn.dever.jcs@cityofboston.gov
JCS Planning and Policy Development
43 Hawkins Street, Boston MA 02114**

**JCS is a division of the
Boston Redevelopment Authority
Peter Meade, Chief Economic Development
Officer**

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Alternative Education Initiative (AEI)

LETTER OF INTENT TO BID

Any bidder intending to submit a proposal for AEI Services must first notify JCS of such intent.

LETTERS OF INTENT SHOULD BE RECEIVED by Monday, March 11.

Please complete the information requested below, and send the form to:

Cindy Chow, Planning Assistant
Jobs and Community Services
Planning and Policy Development, Floor 3B
BRA/EDIC
43 Hawkins Street
Boston, MA 02114
cindy.chow.jcs@cityofboston.gov
Fax: (617) 918-5299

ORGANIZATION: _____

EXECUTIVE DIRECTOR: _____

CONTACT PERSON/TITLE: _____

STREET ADDRESS: _____

CITY, STATE, ZIP: _____

PHONE: _____ EMAIL: _____

I. PROCUREMENT OVERVIEW

A. PROCUREMENT TIMELINE

February 28, 2013 12 P.M.	Request for Proposals Issued 43 Hawkins St.
March 7, 2013 2 P.M.	Bidders Conference City Hall, 9 th Floor, BRA Board Room
March 11, 2013	Letters of Intent Due
April 9, 2013 4 P.M.	Proposals Due 43 Hawkins Street, Floor 3B

Proposals received after the deadline will not be considered.

Questions regarding this Request for Proposals should be addressed to Lynn Dever, Senior Planner, at lynn.dever.jcs@cityofboston.gov.

JCS is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and service are available upon request to individuals with disabilities.

B. PURPOSE

On behalf of Boston Centers for Youth and Families (BCYF), the Office of Jobs and Community Services (JCS) is soliciting proposals for alternative education services to provide high school diploma and GED preparation for Boston youth.

C. FUNCTION OF JCS

Jobs and Community Services, a division of the Boston Redevelopment Authority/Economic Development and Industrial Corporation (BRA/EDIC), is responsible for resource development, planning and procurement, disbursement, and management of public funds and services intended to improve the lives of Boston residents through education, training, and human services. The Economic Development and Industrial Corporation of Boston (EDIC) is the contractual authority for JCS.

D. FUNDING AVAILABILITY

We do not yet know the AEI allocation for fiscal year 2014. The allocation for this fiscal year is \$337,500, which has been consistent for several years. It is possible that there may be an increase for next year. Programs selected for funding are awarded an initial one-year contract, and are eligible for refunding for a second fiscal year. The expected contract dates for the upcoming year are from July 1, 2013 through June 30, 2014. Refunding for the following fiscal year will be contingent upon satisfactory refunding application, program performance and funding availability.

E. ELIGIBLE BIDDERS

This is an open and competitive procurement process. Eligible bidders are public and private non-profit entities demonstrating the capacity to provide comprehensive alternative education services leading to receipt of a high school diploma or a General Equivalency Diploma, accompanied by support in pursuing employment, training and/or higher education.

F. PARTICIPANT ELIGIBILITY AND TARGET POPULATIONS

Alternative Education Initiative (AEI) funds must be used to serve Boston residents ages 16-21 who are out of school, or at risk of dropping out of school.

Within the above broad eligibility requirements for AEI, the City of Boston has determined the following priority target populations for AEI services in Boston:

- Out-of-school youth, including non-native-English speakers, defined as high school dropouts as well as those who may have secondary credentials but are in need of additional assistance to secure education, training, or employment;
- In-school youth at risk of dropping out, including those who are two or more years behind in obtaining credits required for high school graduation;
- Young men between the ages of 18 and 21, particularly young men of color;
- Court-involved youth;
- Youth residing in Boston Housing Authority (BHA) facilities;
- Young people in the care of the Department of Children and Families (DCF).

II. PROGRAM DESIGN

A. ALTERNATIVE EDUCATION SERVICE DESIGN

School to Career (STC) Framework

Alternative education services should be provided within a school-to-career framework, with an emphasis on contextual learning and exposure to the workplace. Critical thinking skills, problem-solving skills and teamwork skills should be developed in the context of job-readiness, so young people understand the applicability of their education and are prepared to meet and adapt to the demands of the workplace. Curriculum designs should feature project-based learning to demonstrate relevance and enhance retention of academic skills, as well as team-building activities to inspire and motivate students.

Students may benefit from school-to-career strategies incorporating the competencies found in the Massachusetts Work-Based Learning Plan (www.skillslibrary.com/wbl.html). Program graduates should, at a minimum, demonstrate competence in basic computer operations. Instruction should include an introduction to word processing, spreadsheets, electronic databases, and internet research.

Program Features

This RFP seeks alternative education programming responsive to both the student and the employer community. Program designs should incorporate the knowledge, skills and behaviors required for gainful employment, while producing educational outcomes that demonstrate learning gain such as grade level advancement, and attainment of a diploma or GED. The following elements may be included in proposed programs:

- Interactive classroom learning, in which employability will be enhanced by a structured work readiness curriculum;
- Participation in summer employment to help apply and retain skills and competencies gained during the school year;
- Flexible class schedules to accommodate requirements of employment, training and/or child care;
- Cultural and linguistic competence in curriculum design and instructional methods;
- Cooperation with the Boston Private Industry Council (PIC) in providing such school-to-career (STC) services as career pathways, work readiness, employment or internships, employer involvement in curriculum design, and post-graduation follow-up services;
- Collaboration with skills training providers and/or institutions of higher education to encourage career planning and access to post-secondary education.

Program designs should be based on prior experience, and include a description of the length of participation necessary to successfully complete the program with one or more measurable outcomes. It is recommended that instructional service ratios fall in the range of 10-15 students per teacher.

Service Strategies

Program designs must demonstrate comprehensive service strategies designed to meet the wide array of needs posed by struggling students at a range of skill levels. These strategies should include specific

methods to reach youth whose educational attainment has been deterred by social and personal factors emphasizing short-term subsistence over long-term career preparation. Responsive program designs will articulate specific supportive services for targeted populations, such as counseling and case management, court advocacy, housing search assistance, health care, food and clothing. These services may be provided by the program's counseling or case management staff, or through collaboration with other agencies connected with particular youth. Successful bidders will demonstrate a commitment to providing access to a comprehensive continuum of services.

Effective program designs will emphasize retention in the program until receiving a credential, and facilitate transitions to higher education, the workforce, or further skills training. Continued support and follow-up have been shown to increase the likelihood of job placement and retention and entrance and persistence in post secondary education. Such follow-up services may include:

- Referral to other types of services as necessary;
- Ongoing counseling and case management services;
- Peer group activities and mentoring programs;
- Ongoing tutoring to develop academic skills.

B. SEQUENCE OF SERVICES

Programs funded through this RFP are required to document a sequence of services in order to guarantee all participants receive comprehensive and individualized services.

Step 1: Intake

This process begins the first time a person comes through the front door of any organization and results in a determination of suitability or a match between the youth and the program. Program designs are required to include a detailed description of methods used for determining suitability. If the program does not match the particular needs of the individual, s/he should be referred to other, more appropriate services.

Step 2: Eligibility Determination

If the program and the applicant are an appropriate service match, eligibility documentation must be forwarded to JCS for approval prior to enrollment. AEI participants must be Boston residents between the ages of 16 and 21 at the time of enrollment.

Step 3a: Assessment

After an applicant is determined to be eligible for AEI services, a comprehensive assessment of reading and math skills, career interests, and supportive service needs must be undertaken. Jobs and Community Services is providing financial support for programs to utilize CASAS etests online for AEI-funded students (www.casas.org). JCS requires programs to assess participants quarterly in order to measure skill gain and target academic instruction.

Assessment may include standardized testing, interview(s) with program staff, writing samples, or other methods. Proposals should include a description of tools used and an assessment process which establishes the following data:

- basic skills, occupational skills, and work readiness skills levels;
- prior work experience and employability;
- interests, aptitudes, and motivation level;
- supportive service needs.

Assessment techniques should be:

- **Objective**, and not program-specific, or limited to the organization providing assessment, rather they should enable the organization to assist the student to explore all available service options;
- **Comprehensive** in gauging all the needs of a student, so as to enable the student to succeed in the program; and
- **Ongoing**, so that the participant's needs are evaluated throughout the program.

Step 3b: Enrollment and/or Referral Process

Enrollment and/or referral of clients should be based on information gathered from eligibility determination, the initial assessment, and after presentation of the full array of service options has been provided. Clients not enrolled into the assessing agency's services should be referred to other services. The rationale for referral to other services should be documented. In order to facilitate efficiency and cooperation between agencies, program staff are asked to share the assessment information upon referring a client to another agency or program.

Step 4: Individual Service Strategy

JCS requires programs to use a common form to document Individual Service Strategies (ISS) for each participant. The document will identify goals in at least one of the following: basic skills attainment, work readiness skills attainment, or occupational skills attainment; as well as appropriate achievement objectives and appropriate services for the participant.

Updated on a quarterly basis, the ISS is intended to be an active document reflecting service needs and goals, and evolving as participants' needs and goals evolve. The Individual Service Strategy should, at a minimum, contain: a) participants' basic information; b) assessment of basic, work readiness, and occupational skills; c) supportive service needs d) short-term program goals and skill improvement goals; e) long-term education and/or career goals f) counselor, supervisor and/or case manager case notes; g) plans for follow-up services.

Any participant who is basic skills deficient (assessed below a 9th grade level in reading or math) must have basic skills improvement as an Individual Service Strategy goal.

Step 5: Follow Up

JCS requires that programs describe the types of follow-up services provided to participants who have either completed the program, or dropped out of the program. Programs are encouraged to consider the needs of individual youth in determining the appropriate level and type of follow-up services. At a minimum, follow-up should entail monthly progress in relationship to his or her Individual Service Strategy goals and, where necessary, a recommendation for obtaining additional services. JCS suggests 12 months of follow-up be provided and documented in the MOSES database.

C. OUTCOME MEASURES

The following outcome measures will be used to evaluate student success:

1. **Attainment of a High School Diploma or GED:** attaining a recognized academic credential. JCS expects vendors to improve and enhance curriculum in order to strengthen students' abilities to successfully prepare for job and higher education opportunities.
2. **Entered Employment:** Includes obtaining part time employment while continuing one's education; obtaining employment at 20 or more hours per week can be considered a positive outcome. Students may also work more than 20 hours per week and remain in the education program.
3. **Entered Post-Graduate Training or Apprenticeship**
4. **Entered Post Secondary Education**
5. **Retained in the education program with documented and measurable progress:** Measure includes students who remain in alternative education, and who progress in the program with documented basic academic skills improvement of at least one grade level per twelve month period.
6. **Negative Termination or Dropout**
Students may achieve one or more outcomes before actually exiting from a program.

D. PROGRAM MONITORING

JCS program management personnel will conduct periodic site visits to monitor the following criteria:

- Compliance with regulations, policies and contracts
- Operations in accordance with proposal and contract
- Achievement of objectives
- Integrity of administrative and data systems
- Need for technical assistance or corrective action

These monitoring activities may take the form of administrative record reviews, interviews of staff and/or participants, and general observations of the facilities and operations. Program staff may be asked to come to JCS for technical assistance sessions. JCS staff will report any findings that require corrective action to the program operator within one business day of discovery. Such findings should be immediately corrected, with a written response received at JCS within three business days of the program contractor's first notice of the requirement for corrective action.

E. DATA TRACKING AND REPORTING

Management Information Systems: JCS will be using the state Division of Career Services MOSES database for its AEI contracts. The MOSES database will be used for contractors to enter data, update client progress, report outcomes, run reports, and any other aspects of our MIS needs. Funded providers are required to attend a three-day MOSES training and be certified by DCS in order to access the database. Providers are also required to attend case management training.

Contracting agencies must be capable of accessing the Internet. We suggest strongly that the computer accessing MOSES be capable of displaying data 800x600. Communication speed must be equal to or better than a DSL communication link. JCS shall provide you with the necessary software to affect the hookup through JCS to the state system. Each funded organization is also expected to provide its own anti-virus protection.

III. PROPOSAL SUBMISSION PROCESS

A. PROPOSAL SPECIFICATIONS

Proposals must be typewritten, double-spaced, in 12 point font, securely bound, and may not exceed twenty (20) pages. The page limit does not include budget narrative, budget forms, and required attachments. Every section of the Request for Proposals should be completed in full. If funded, the proposal will provide the basis for contract negotiations, and final negotiated terms will be incorporated within the contract as the Statement of Work.

Applicants should ensure their proposals comply with the following requirements:

- Proposals must adhere to the format outlined on the next page.
- A response to each section of the RFP is required and should follow the guidelines in this document, including titles and subtitles. Each section should be labeled.
- Some sections require appended material. Failure to include this material will result in a loss of points for that section. All forms should be completed in full.
- All proposals should be securely bound.

Proposals must be received prior to the deadline in order to be considered. **Facsimiles will not be accepted.** JCS requires one (1) original proposal and four (4) copies. The original should be clearly marked.

PROPOSALS ARE DUE NO LATER THAN 4:00 PM on April 9, 2013.

**Jobs and Community Services
Planning and Policy Development, Floor 3B
43 Hawkins Street, Boston, MA 02114**

All inquiries regarding this procurement are to be directed to Lynn Dever, Youth Services Planner, at lynn.dever.jcs@cityofboston.gov

It is the sole responsibility of the bidder to ensure proposals are received at the required location, prior to the stated deadline. Late proposals will not be considered.

Proposals will be evaluated on the basis of the quality of the proposal, congruence with the goals of this RFP, past program performance, geographic distribution of services, and service to target populations. The point values associated with each section of the proposal are an evaluation tool; they do not dictate which proposals are ultimately recommended for funding. JCS reserves the right to reject any and all proposals, to waive or modify any requirement contained in this RFP, to modify or amend without consult any proposal, and to effect any agreement deemed be in the best interest of the city and its residents. Funding awards are contingent upon successful contract negotiations, completion of all required contract forms, and availability of funding.

B. PROPOSAL FORMAT

Proposals should include all required information and attachments, and should follow the format in the order outlined below. **Failure to respond to a specific item, or to attach requested material, will result in lost points.**

1. Program Information and Demographics Title Sheet
2. Proposal Narrative (20 pg. limit - follow Proposal Guidelines)
3. Budget Forms
4. Previous Performance History (for 3 funding cycles)
5. Required Program-Related Attachments:
 - Organizational Chart
 - Board of Directors List
 - List of Funding Sources and Dollar Amounts
 - Schedule of Program Activities
 - Written Program Policies
 - Job Descriptions
 - Resumes of Staff (if positions currently filled)
 - *Fiscal Audit (only attach to original)

*If your agency expended \$500,000 or more in **federal** financial assistance, from any and all funding sources during the most recent audit period (06/30/2006 or later), you are required to have an audit prepared in accordance with OMB Circular A-133. A **complete** copy of the A-133 audit report must be submitted, along with a copy of any management letter (if one exists). Agencies subject to the Uniform Financial Statements and Independent Auditor's Report (UFR) filing requirements of the Commonwealth of Massachusetts may use the UFR format.

If you expended less than \$500,000 in federal funds, and are exempt from the A-133 audit requirements, then a statement attesting to that fact must accompany your audited financial statements.

If you expended less than \$500,000 in federal funds, but are subject to the UFR filing requirements of the Commonwealth of Massachusetts, then you should submit a complete copy of your agency's UFR.

Proposal respondents are encouraged to share this information with appropriate fiscal staff to ensure that the audit report submission is correct and complete. Proposals that do not contain a complete audit report submission will be considered incomplete.

IV. PROPOSAL GUIDELINES

1. Proposal Summary (5 Points)

Provide a concise summary of services including a description of the target population, number of participants to be served, type of program and kind and duration of services, essential partners, expected outcomes, program schedule, amount of funds requested, and cost per participant.

2. Organizational Background, Experience, and Capacity (10 Points)

- a. Briefly summarize your organization's history, mission, and organizational structure. Indicate on an attached organizational chart where the proposed services fit.
- b. Discuss your organization's experience and past performance in providing the proposed services. Provide a narrative description of the employment, training, or educational outcomes achieved by participants. Indicate what proportion of jobs are typically training related. Specific outcome data should be provided on the Previous Performance History Form.
- c. Describe your program's (not organization's) annual budget. Discuss the extent to which your organization contributes in-kind services to the program for which you are seeking funds. Please attach the following: a list of the program's funding sources and amounts; a listing of the agency Board of Directors; and a copy of your most recent fiscal audit (attach audit to the original proposal only).

3. Target Population (10 Points)

Describe the characteristics of the population you intend to serve. Discuss the specific needs, barriers, and assets of these students and your organization's experience in serving this population. How are the curriculum, program environment, and facilities responsive to their needs? Discuss plans for the recruitment and enrollment of out-of-school youth as well as other target populations. For those programs serving adjudicated young people, how is your ability to place youth in either pre-employment experiences or jobs impacted?

4. Sequence of Services (20 Points)

These common design elements form a core structure for a participant's involvement in program services. According to each of the steps outlined, explain how your program design will fulfill these expectations.

a. Intake and Eligibility Determination

Describe the intake process, including the collection of basic information from potential clients, informing potential clients of available services and determination of client suitability for program services. Describe the process of determining eligibility and which staff are responsible for this process. Will staff collect eligibility documents prior to students beginning services?

b. Assessment and Referral

Describe how your assessment process provides an objective assessment of academic levels, work readiness and occupational skill levels, service needs, and assets/strengths of each participant. Include a description of any tools or methods used to determine the following: levels of basic (academic) skills, occupational skills, and work readiness skills; prior work experience; employability; interests and aptitudes; supportive service needs. How will you ensure that academic assessment is conducted quarterly and that students perform to the best of their ability? How will this information be used to target academic instruction? If it is determined that the program does not match the particular needs of the individual, how is that individual referred to more appropriate services?

c. Case Management/ Individual Service Strategy

Describe your program's capacity to provide case management services designed to support student achievement and address barriers to participation. Who will be responsible for entering case notes into the ISS? Describe the how the Individual Service Strategy will be used to document services for each participant and to measure progress toward attaining goals. What steps will be taken to ensure that the Individual Service Strategy is an active document that reflects a client's progress, evolving goals, and service needs?

d. Access to a Range of Services

In order to provide youth with access to a diverse range of services according to their needs, JCS encourages programs to collaborate with other providers to create easily accessible referral networks. Discuss how the program provides access to a broad range of services, either in-house or through collaboration and referral.

e. Follow-Up Services

Describe how your program proposes to provide at least 12 months of follow-up services to participants completing program services as well as participants who may have dropped out of the program, but need additional services. Programs are encouraged to consider the needs and barriers of the program's target population in determining the appropriate levels and types of follow-up services. Follow-up services can be included in your budget.

5. Program Design (35 Points)

a. Program Description

Briefly describe all key components and special features of your program design, including an explanation of the proposed program schedule describing the duration, intensity, and location of each component, plus teacher- and counselor-to-student ratios. Does the program have a minimum grade level? What is the typical range of grade levels in your classroom(s)? What proportion of students typically have had IEPs? How does your program meet the needs of the range of students in your classroom(s)?

b. Curricula and Standards

Please address the following:

- How has the curriculum been developed and updated to align with Massachusetts Curriculum Frameworks and the Common Core standards?
- How does the curriculum and program design reflect a school-to-career approach?
- What role have employers and representatives of higher education played in the development of your curriculum?
- For diploma-granting programs, what particular methods are taken to prepare youth to pass the MCAS? For GED preparation programs, how is the curriculum being adjusted to align with the 2014 GED?

c. Program Policies

Discuss attendance, termination, and code of conduct policies, and how these are communicated to staff, students, and parents. Describe methods to encourage and improve student retention and motivation, demonstrating effectiveness where possible. Describe the role the program envisions mentors will play. Describe any existing process for identifying and recruiting mentors external to the program staff. Attach any written policies.

d. Outcomes

Describe what is expected to be achieved as a result of student participation in your program. Describe the methods and frequency of assessing progress and learning gain, e.g. portfolios documenting the completion of projects, regular literacy and numeracy assessment. Indicate how students are involved in self-assessment. Indicate the numbers of students you expect will achieve the outcomes listed below.

- awarded high school diploma or GED
- entered employment
- entered post graduate training program or apprenticeship
- entered post secondary education
- remained in program with documented progress in literacy and numeracy levels, work readiness, and occupational skills
- negative terminations or dropouts

6. Staffing, Program Management, and Facilities (10 points)

Identify staff responsible for each component of the proposed program, including direct services and administrative personnel. Indicate where staff persons may have multiple responsibilities. What is your agency's policy with regard to conducting CORI checks for staff? Discuss staff qualifications, skills and experience working effectively with youth at-risk and implementing the proposed services.

Discuss your agency's overall staffing and management structure, and the extent to which this adequately supports program operations and goal attainment.

Describe the facilities that will be used including location of classes and other services, total square footage of school site, accessibility to persons with disabilities, and any and all equipment or resources that will be available to youth.

7. Budget and Budget Narrative (10 Points)

Please follow the guidelines in the attached **Budget Narrative** instruction sheet in preparing your budget. Incomplete forms or inaccurate data will reduce your prospects for funding. Budgets should be submitted for program services from July 1, 2013 through June 30, 2014. For every position charged to this grant, please attach a job description and a resume if the position is currently filled. The number of hours worked per week should be indicated, specifying whole or fractional FTEs (full time equivalents).

Every cost should be appropriate and justified according to the services proposed. If any costs are shared among different grants (such as equipment, utilities, rent, security or maintenance), the narrative should reflect the actual allocation between grants, and the budget forms should only show the portion charged to this grant.

If your organization has an indirect cost rate approved by a federal agency, please attach a copy of the latest approved rate to your proposal. However, JCS is not obligated to accept that rate and reserves the right to limit indirect cost rates allowable under funded contracts. Contracts will be awarded under this RFP on a cost-reimbursement basis. Skills training contracts will be cost-reimbursement with a portion of the contract paid upon attainment of job placements. Payments will be based on the receipt of documentation stating the actual costs incurred by the contractor. Any costs incurred prior to the start date of the contract can not be charged to the program.

V. APPENDICES

Program Information and Demographics Title Sheet

Previous Performance History Form

Complaint Process

Statement of Equal Opportunity

Budget Forms

- Instruction for Budget
- EDIC/ Boston Contractor's Program Budget
- Program: Cost Detail

PROGRAM INFORMATION AND DEMOGRAPHICS TITLE SHEET**Individuals Planned To Be Served in Program Cycle**

Funding Source: _____

Funding Amount: \$ _____

Agency/Program Name: _____

Address _____

City, State, Zip _____

Telephone _____ Fax _____

Agency Director _____

Program Contact _____

Education Services Provided: ☐ GED ☐ Diploma ☐ Diploma Plus
☐ Skills Training ☐ Employment ☐ Career Exploration

Cycle Dates/Period of Operation _____

Program Hours:

Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____ Sat. _____

Target Population _____

Entrance Requirements _____

Indicate "P" for Primary and "S" for Secondary Neighborhood Sites for Services to Clients

Allston/Brighton _____	Fenway/Kenmore _____	Roslindale _____
Back Bay _____	Hyde Par _____	Roxbury _____
Charlestown _____	Jamaica Plain _____	South Boston _____
Chinatown _____	Mattapan _____	S. Dorchester _____
Downtown _____	N. Dorchester _____	South End _____
East Boston _____	North End _____	W. Roxbury _____

Using *real numbers*, indicate the number of clients with the following characteristics you plans to serve:

GENDER	#	ETHNICITY	#	AGE	#	PARENTING	#
Female		African/Caribbean American		14-15		Female	
Male		Asian/Pacific Islander		16-18		Male	
		Cape Verdean		19-21			
		Caucasian		21+			
		Latino					
		Native American					
		Other/Multi-racial					

INCOME	#	EDUCATION AT ENTRY	#	OTHER CATEGORIES	#
Low		In School		TANF Recipient	
Low-Mod.		Out of School		BHA Resident	
		Basic Skills Deficient		Court Involved	
		Pre-GED		Ex-Offender	
		GED		Limited English	
		HS Diploma		Diabled	
				Homeless	
				DSS/Foster Care	
				Refugee	

PREVIOUS PERFORMANCE HISTORY
YOUTH PROGRAMS

Please complete this information for each of the three most recently completed funding cycles, based on numbers of individuals served. If your agency has provided alternative education or career exploration services in the past, please provide information for these services. If not, please provide information based on services provided to a similar target population. Be sure to identify each separate funding source for each cycle.

TYPE OF PROGRAM:			
FUNDING SOURCE(S):			
FUNDING AMOUNTS:			

	CYCLE DATES	CYCLE DATES	CYCLE DATES
1. Total Enrollment			
2. Negative Terminations			
3. Positive Outcomes:			
a. Diploma			
b. GED			
c. Skills Certificate			
d. Entered Employment			
e. Enrolled in Training/Apprenticeship			
f. Enrolled in Post Secondary Education			
g. Remained in school			
Total Positive Outcomes			

4. Is performance history based on service to youth/young adults aged 16-21?

Yes ☐ No ☐ If No, identify population served:

UNIFIED WORKFORCE INVESTMENT SYSTEM

COMPLAINT PROCESS

If you have a complaint about EDIC, its programs or activities which does not involve questions of equal opportunity or criminal activity, you may file a complaint with the EDIC Complaint Officer:

**Complaint Officer
EDIC
43 Hawkins Street
Boston, Massachusetts 02114-2907
(617) 918-5200 - Ext. 5230**

The Complaint Officer has 15 days from the date a written complaint is received to resolve the complaint. If the Complaint Officer has made a written request to the complainant (or the complainant's authorized representative) for additional information, the 15-day period does not begin until the local Complaint Officer has received the requested information. If the local Complaint Officer has requested additional information from the complainant or the complainant's authorized representative and does not receive a response within 20 days from the date the request was made the complaint is considered resolved. If EDIC does not provide a decision within 15 days, you may request a review by the state Division of Career Services (DCS) within 15 days of the date you were entitled to a decision. If you are dissatisfied with the EDIC decision, within 20 days of receipt of the decision you may submit a written request for a review by DCS:

**Division of Career Services
Charles F. Hurley Building
19 Staniford Street-1st Floor
Boston, Massachusetts 02114
Attention: Jose V. Ocasio**

After 30 working days if resolution has not been accomplished at the State level, the State Complaint Officer will issue to the complainant and respondent, by certified mail, a written determination regarding the complaint. The written determination must include: 1) the results of the State level investigation; 2) conclusions reached on the allegations; and 3) an explanation as to why the complaint was not resolved.

Criminal Complaints

All information and complaints involving criminal fraud, waste, abuse or other criminal activity must be reported immediately to the United States Department of Labor Office of the Inspector General:

**USDOL Office of the Inspector General
Office of Investigation
200 Constitution Avenue, Room S-5506
Washington, D.C. 20210
Telephone: 1-800-347-3756
Fax: 202-693-5210 Online: <http://www.oig.dol.gov>
New England Telephone Relay Service for TDD Users: 1-800-439-0183 (V/TTY).
*EDIC/Boston is an Affirmation Action/Equal Opportunity Employer.
Auxiliary aids and services are available upon request to individuals with disabilities.***

EQUAL OPPORTUNITY IS THE LAW

This recipient (EDIC) is prohibited from discriminating on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in programs funded under the Workforce Investment Act (WIA), as amended, in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with, WIA-funded program or activity. If you think that you have been subjected to discrimination under a WIA-funded program or activity, you may file a complaint within 180 days from the date of the alleged violation with the EDIC Equal Opportunity Officer (see address below), or you may file a complaint directly with the Director, Civil Rights Center (CRC):

**Christine Liebke
Director, Human Resources
Boston Redevelopment Authority
EDIC Equal Opportunity Officer
43 Hawkins Street
Boston, MA 02114
(617) 918-5449
or via relay 1-800-439-0183 (V/TTY)**

**Director
Civil Rights Center
U. S. Department of Labor
200 Constitution Avenue N.W.
Room N-4123
Washington, D.C. 20210**

If you elect to file your complaint with EDIC, you must wait until EDIC issues a decision or until 90 days have passed, whichever is sooner, before filing with the CRC (see address above). If EDIC has not provided you with a written decision within 90 days of the filing of the complaint, you need not wait for a decision to be issued, but may file a complaint with the CRC within 30 days of the expiration of the 90-day period. If you are dissatisfied with EDIC's resolution of your complaint, you may file a complaint with the CRC. Such complaint must be filed within 30 days of the date you received notice of EDIC's proposed resolution.

EDIC is an Affirmative Action/Equal Opportunity Employer. Auxiliary aids and services are available upon request to individuals with disabilities.